Laurette R. Gibson

ABC Elementary School

Wilcox County

**Assignment 2: 3-2-1**

Article: “Assessment for Learning: A Key to Motivation and Achievement”

**Three Important Details**

1. There must be a fundamental rethinking of the dynamics of assessment in effective schools.
2. The most dependable assessment in the world **cannot** be regarded as high quality if it has a **counterproductive** effect on learning or on students.
3. There needs to be a **balanced** assessment system.

**Two Connections to Leadership**

1. Leadership has to take the initiative in changing the way assessment is viewed and used.
2. Instructional leaders must assist teachers with finding the balance and not assume that they can find it for themselves.

**One Question**

What is the most effective way to model the balance?

**Assignment 2: 3-2-1**

Article: “What Are Formative Assessments and Why Should We Use Them?”

**Three Important Details**

1. There is a difference between the assessment **of** learning and assessment **for** learning.
2. **In the rush to cover more students are learning less**.
3. Teachers must make a three-part change to their approach for assessments to become an integral part of the instructional process: (1) Use assessments as sources of information for students and teachers, (2) follow assessments with high-quality corrective instruction, and (3) give students second chances to demonstrate success

**Two Connections to Leadership**

1. Instructional leaders must model the difference between assessment for learning and assessment of learning. Revisiting the differences between EDUCATE Alabama and PEPE could be useful in this regard.
2. Instructional leaders must be willing to lead teachers in balancing coverage and learning, AND be willing to risk erring on the side of learning.

**One Question**

What would be the best way to monitor the effective use of formative assessment?